THE QUEEN'S COLLEGE
UNIVERSITY OF OXFORD

Equality Report 2019-2020

Introduction

The Queen's College

The Queen's College is one of 39 independent, self-governing colleges within the collegiate University of Oxford. The College is an education provider, an employer and a provider of conferences and events. As a result, the College has a broad range of members and users and so a broad range of responsibilities with regard to equality and diversity. Our approach to equality and diversity is outlined in more detail in our Equality Policy (https://www.queens.ox.ac.uk/sites/www.queens.ox.ac.uk/files/Equal- Opportunities-Policy-%28May%202019%29.pdf)

We follow closely policy and procedures of the central University, but also set our own objectives in line with local priorities. These are largely set by the Governing Body taking into account recommendations from other committees (including Personnel, Domus, Academic, Equality, Estates and Finance, Development), and with input from the Decanal Office, the JCR and MCR, and representative of the College staff. This enables representation from the widest possible cross-section of the College constituency.

Legal Position

The Equality Act 2010 prohibits discrimination in employment or the provision of training and education in respect of a number of protected characteristics. It also introduced the concept of a general equality duty, which covers protected characteristics identified in the Act (with the exception of marriage and civil partnership). The general duty has three main aims:

- To eliminate unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Equality Act 2010;
- To advance equality of opportunity between people who share a protected characteristic and those who do not;
- To foster good relationships between people who share a protected characteristic and those who do not.

In addition, the Act introduced a number of specific duties which require the College to:

- Annually publish information to demonstrate our compliance with the general equality duty to include information of employees and service users of the College who share a protected characteristic;
- Publish objectives setting out how we will meet the requirements of the Act, at least every four years;
- Ensure the published information and objectives are made available to the public.

Purpose of this report

This report is The Queen's College's equality report for the 2019-20 academic year and seeks to demonstrate how the College is meeting its commitments under the Equality Act 2010.The report summarises key equality data for the College, as well as outlining its activities and achievements. Where sufficient data are available this has been analysed and the results used to:

- identify any areas for further improvement.
- Inform the setting of targets and indicators for the existing equality objectives.
- Identify additional objectives.

Public Sector Equality Duty

Background

Under the Public Sector Equality Duty (PSED) the College is required to report on progress against objectives at least annually and to set itself new objectives at intervals of no greater than four years. This document fulfils the requirements of the PSED for the period April 2016 to April 2020, reports on activities for the academic year 2019-2020, and sets strategic objectives for the period 2020-2024.

Our Vision

The Queen's College is fully committed to eliminate all forms of unfair discrimination in all of its activities, and in respect of students, staff, visitors, contractors and relationships with the wider community and general public.

We are committed to treating all people with dignity and respect, irrespective of any protected characteristics as defined by the Equality Act 2010 (age, disability, gender assignment, pregnancy and maternity, race (including ethnic origin and nationality), religion or belief, sex, and sexual orientation). (N.B. Marriage and civil partnership are also protected in respect of employment only.)

Our aim is to be an institution where everyone can be themselves and reach their full potential in an environment of fairness and trust.

Strategic Objectives and Targets for 2016-2020

Training

- Create a training framework to ensure that all staff are aware of their role with regard to PSED and are fully supported in delivering this.
- Ensure an ongoing programme of training for students who occupy positions of responsibility in the student body and in College clubs and societies.

Recruitment and Selection

- Review of recruitment procedures to ensure continuing compliance and best practice
- Review the categories used for collecting data on protected characteristics, how the information is used, and ensure our compliance with GDPR.

Access

- Ongoing programme of improvements to make The Queen's College estate as accessible as possible, to include invisible as well as visible disabilities, and within the constraints of listed building status
- Review of procedures to ensure the fair and equitable distribution of accommodation, bursaries, prizes, scholarships and hardship funds, given the constraints of trust positions
- Ongoing review of the processes and training in support of the University's common framework on admissions and access for students

Consultation

- Ensure ongoing consultation regarding the Equality Policy with all relevant groups in College
- Liaise with the University Disabilities Advisory Service (DAS) regarding Equality Committee advice

The College has largely addressed or met these objectives, and they are reported on in detail in previous reports and in this report. Training in recruitment and acquisition of employment data are ongoing and improve as our systems improve.

Public Sector Equality Duty – Objectives and Targets for 2020-2024

Training

In our continuing aims to improve diversity throughout the College, we will

- **ensure our support staff receive training on equality and diversity, including in the context of harassment (knowing our policy), discrimination and fostering good relations.**

- **provide training and other steps to improve the recruitment and appointments process to minimise disadvantages suffered by people due to their protected characteristics.**

- **maintain our training framework that ensures all staff are aware of their role with regard to PSED and are fully supported in delivering this.**

- **To continue our successful and ongoing programme of training for students who occupy positions of responsibility in the student body and in College clubs and societies.**

Recruitment and Selection

- **A key aim of the College is to use data to better inform recruitment for academic and non-academic appointments and for selection of undergraduates and graduates.**

- **We aim to follow the research data alliance recommendations (RDA) that when equality monitoring data from academic and non-academic appointments becomes available, it will be annually reviewed by the Equalities Committee, to ensure that the data is used to better inform recruitment over the next four years.**

- **We are installing a new HR system (iTRENT) that will record a variety of equality-related characteristics about applicants for both academic and non-academics positions within College and intend to review and compile this data. Trials on four non-academic appointments suggest that applicants are willing to provide a wealth of information to accompany their applications.**

Access

As part of our ongoing programme of improvement to The Queen's College estate in our Masterplan, for those with invisible and well as visible disabilities, within the constraints of the listing building status and local planning regulation, for this period we are focussing on plans for:

- **fully accessible access into College from the High Street**
- **a new accessible Porters' Lodge**
- **the provision of baby-changing facilities within new bathroom facilities**
- **to investigate the provision of new accessible facilities for study, socializing and provision of food and drink within College.**

To consider the results of the access audit that is now underway.

To continue reviewing the process and training to support the University's common framework on admissions and access for students.

Welfare Provision

Over the next four years we will improve welfare provision within College by (i) creating a new Tutorship for Welfare and (ii) the appointment of a Welfare Officer to provide welfare support throughout College, to develop signposts to University and outside sources of support, procedures and protocols for welfare provision, and plan initiatives for general well-being, (iii) create a welfare statement to increase understanding of what the College can (and cannot) provide.

We will continue to monitor our procedures to ensure the fair and equitable distribution of accommodation, bursaries, prizes, scholarships and hardship funds, given the constraints of trust positions.

<u>Summary and Report on Equality Activities for October 2019 to September 2020</u>

The University has the high-level commitment to embed equality and diversity across all of its activities. These include the twin aims of:

- working towards an increasingly diverse staffing profile
- providing equality of opportunity for all students to achieve and demonstrate their full academic potential

These aims are embedded in all College policies and procedures. By monitoring all our activities, we can identify where there are problems and rectify these.

College also has its own local priorities and set its own specific equality objectives for the 2019 – 2020 academic year:

1. **To investigate the gender divide in the distribution of awards and collections prizes.**
2. **To continue training for everyone in the College community.**
3. **For the JCR and MCR to consider how more of their events can be made accessible.**

Summary

The College met the objectives set for the year 2019-2020, continuing to work towards achieving a more diverse profile throughout the College community and raising awareness with training, discussion and consultation, despite the period from March 2020 being affected by the Covid-19 pandemic. The following sub-sections report the equality activities at College for the 2019 – 2020 academic year.

General Activities

We identified a gender divide in a number of awards and collection prizes given to males and females. Simply identifying that this divide existed, coupled to raising awareness of it amongst tutors and in the College Office, resolved this divide and we continue to monitor it.

Establishment and development of the Queen's Race, Diversity and Access Working Group involving collaboration between the SCR, MCR, JCR and staff.

Student-led equality initiatives over the past year (done in person and virtually given the constraints imposed on us by the pandemic) include: 'Shut up and write' sessions promoted by the Welfare, BAME, LGBTQ+, Disabled, Women's, and International Reps/Officers; Development of an anti-racism suggestion box: https://docs.google.com/document/d/1TnDn1-Rm3xUYXffYL3A92haZ_r1DXcOFHG1zgPyZtd0/edit); A number of tea-based events on a termly basis to encourage discussion around diversity, race/ethnicity, LGBTQ+, equality and welfare provision-related subjects; an LGBTQ+ Welcome Afternoon Tea for MCR members and rainbow families, and an Oxford Pride meet-up event; a range of LGBTQ+ events including social events outside college, welfare chats and marking key events like LGBTQ+ history month; minority ethnic discussion groups and events; women's events including providing subsided moon cups; equalities presentation and consent workshops run for first years in freshers' week; in response to black lives matter, the junior members produced an open letter to college calling for action in a range of areas.

In addition, we continue to:

- use "blind" gender neutral selection procedures where possible.
- improve our processes for recruitment and induction to ensure that our policies regarding harassment and equality, for example, are an integral part of the process.
- provide training for managers who are responsible for recruiting others in understanding protected characteristics and in unconscious/implicit bias.
- use active decision-making processes, guided by the PSED, for every committee meeting and meeting of the Governing Body.
- be an active part of the "Target Oxbridge" programme of access/outreach focusing on the BME students in London boroughs such as Lewisham.
- provide equality-focused training for students at The Queen's College occurs during induction session at the start of each academic year. Student representatives attend the Equality Committee meetings every term.
- review and maintain our procedure to support disabled students which start from the admissions exercise.

- to work towards the elimination of discrimination, harassment and victimisation by regularly reviewing the information displayed around College and on the website, with the aim of making the various processes for dealing with harassment more transparent and providing details of sources of help and advice for students and staff who believe they are being harassed.
- to require and monitor, via the decanal office, the requirement for all College clubs and societies to demonstrate procedures and processes that ensure fairness and equality of access for all College members.

Student Equality

The Queen's College is committed to provide an inclusive culture for its students which promotes equality, values diversity and maintains a working, learning and social environment in which their rights and dignity are respected.

The College has demonstrated this commitment in a number of practical ways even with the constraints of the pandemic which meant students were out of Oxford during the Easter vacation and Trinity Term.

- Providing dinners and social events to celebrate specific religious festivals
- Providing a comprehensive outreach programme to attract academically-able students, regardless of their background.
- Providing pastoral support, and access to College accommodation to students facing challenging personal circumstances, particularly during the pandemic.
- Producing a student handbook and flyers which signpost students to support networks in College, within the University and without the University.
- Supporting social groups, clubs and societies and allowing College premises to be used for these gathering.
- Supporting students by providing accessible accommodation.
- Recruiting a female Provost who began her term of office in the academic year 2019-2020.

Diversity of Governance and Decision-Making

Governing Body

The Queen's College is a charity and is accountable to its trustees who form the Governing Body, and oversee all decisions made on behalf of the College. During the academic year 2019-2020 the Governing Body comprised 39 fellows of whom 10 were female.

Committees

Although the gender balance of committee varies, women are well -represented across the range of committees and as we now have a female Provost, all committees of the College had a female member in 2019-2020. Of the 33 College Officers and managers in place in 2019-2020, 12 were female.

Senior Management

Women continue to be well represented among the senior management of the College's non-academic workforce. Of the 15 senior managers (grade 7 and above) in post at 31st July 2019, 8 were female.

Review of Complaints and Disciplinary Action

Current Staff

There was one complaint (by an employee) which would fall into the category of harassment (2019). Disciplinary actions resulted but it was not upheld as harassment.

Job Applicants

No complaints were received from job applicants.

Current Students

The College does not systematically collect data concerning the number of complaints raised by students about issues of discrimination, harassment or victimisation in each academic year.

Student Applications

There was one complaint related to undergraduate admissions for 2020 entry which was not upheld.

Employment – key data

The Queen's College is a relatively small College and consideration by a number of different committees has led to the conclusion that our population is too small to obtain data using current methods of analysis that is relevant or statistically accurate. The Queen's College has the following members:

Male over 30 hours per week	69	30.1%
Male under 30 hours per week	42	18.3%
Total Male	111	**48.4%**
Female over 30 hours per week	57	24.8%
Female under 30 hours per week	61	26.6%
Total Female	118	**51.5%**
Final Total	229	100%

The gender pay gap report (GPGR) was not published for the 2019-2020 because the government suspended the requirement due to the pandemic. In the year 2018 we reported our gender pay gap: https://www.queens.ox.ac.uk/sites/www.queens.ox.ac.uk/files/Gender-Pay-Report-2018.pdf. There is no significant change to this report in 2019-2020. We are confident that men and women are paid the same for doing the same job at Queen's. However, men and women are often employed in different roles across our organisation, creating a gender pay gap. We actively encourage diversity in recruitment.

Equality objectives set for the academic year 2020-2021.

Note that all actions are subject to change due to the restrictions imposed by the pandemic, as not all can be successfully done online.

The first objective is to put in place mechanisms to monitor more closely how interventions are changing the experiences of members of the College. We will hold pulse surveys aimed at students and staff and supplement these with an annual open meeting at which issues can be raised and discussed. This year, in addition to concerns with the normal range of equality-related issues, we will focus these discussions on race, diversity and accessibility, as these areas that we have identified as important for development.

A second objective is the development of BAME awareness throughout College, building on the recommendation of the Race, Diversity and Access Working Group. Based on the understanding that race is a sensitive subject, thoughtfulness in their development is essential. Moreover, care is needed not to overestimate the capacity and willingness of BAME students or staff to engage with the many race/ethnicity-related activities in Oxford while still making sure that their needs and welfare has priority.

A third objective is the development of our communications policy with a focus on diversity, to ensure they represent all our College community and audiences, in particular prospective students. This will include ensuring all the documents on our website and sent out from the College are fully accessible.

Further information and sources of support

College

Equality opportunities, policies and information:

https://www.queens.ox.ac.uk/equality-information

Welfare [including College support networks]:

https://www.queens.ox.ac.uk/welfare

Policies and procedures, including:

Academic and non-academic disciplinary procedures and rules https://www.queens.ox.ac.uk/our-policies-and-procedures

Diversity of Governance and Decision-Making, Governing Body

https://www.queens.ox.ac.uk/governing-body

University

The Disability Advisory Service:

http://www.ox.ac.uk/students/welfare/disability

Harassment Advisory Service and Harassment Advisors' Network:

https://edu.admin.ox.ac.uk/support

The Equality and Diversity Unit:

https://www.admin.ox.ac.uk/eop/

University of Oxford Equality Policy

https://edu.admin.ox.ac.uk/equality-policy

Government

Equality and Diversity

https://www.gov.uk/government/organisations/home-office/about/equality-and-diversity

Other

Peninsula HR support

https://www.peninsulagrouplimited.com/

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